

Fig-1

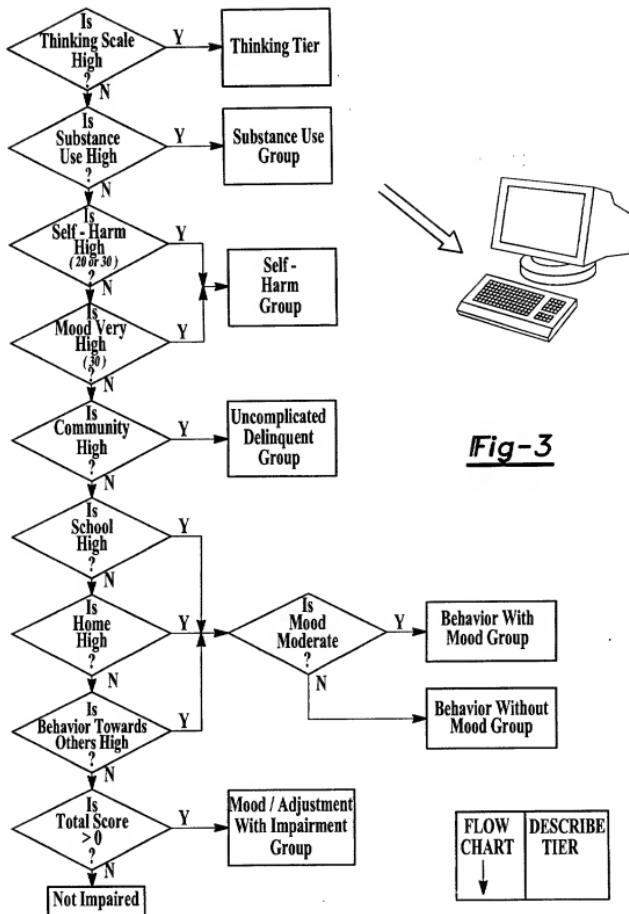
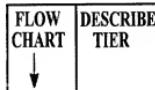
Youth's Name _____	Severe Impairment Severe disruption or Incapacitation (30)	Moderate Impairment Major or persistent disruption (20)	Mild Impairment Significant problems or disabilities (10)	Minimal or No Impairment No disruption of functioning (0)
20	<p>CANNOT ATTEND A NORMAL SCHOOL, CLASSROOM, DARS OR DAY CAMP, OR OTHER EDUCATIONAL ENVIRONMENT DUE TO ANY OF THE FOLLOWING:</p> <p>182. Communications which are impossible or extremely difficult to understand due to their manner of delivery (e.g., slurred speech, lack of enunciation, lack of volume, lack of inflection, lack of eye contact).</p> <p>183. Communications which are impossible or extremely difficult to understand due to their manner of delivery (e.g., slurred speech, lack of enunciation, lack of volume, lack of inflection, lack of eye contact).</p> <p>184. Strange or bizarre behavior (e.g., self stimulatory behavior, stereotyped movements, echolalia, perseverations, echopraxia, echophony, echolalia).</p> <p>185. Pattern of short-term memory loss/disorder related to time or place most of the time.</p>	<p>186. Frequent difficulty in communicating or relating to others due to any of the following:</p> <p>187. Communications do not flow, are irrelevant, or disorganized (i.e., more than other children of the same age).</p> <p>188. Frequent distortion of thinking (obessions, suspicions).</p> <p>189. Intermittent hallucinations that interfere with normal functioning.</p> <p>190. Frequent, marked confusion or evidence of short term memory loss.</p> <p>191. Preoccupation with details or features of objects, odd, or gross themes.</p>	<p>192. Thought as reflected in communication with others are related to one of the following:</p> <p>193. Excessive & odd speech (e.g., inappropriate, digressive, vague).</p> <p>194. Thought disorders (e.g., obsessions, suspicions).</p> <p>195. Expression of odd beliefs or, if older, has eight years or more of magical thinking.</p> <p>196. Unusual perceptual experiences not qualifying as pathological hallucinations.</p>	<p>197. EXCEPTION</p> <p>198. EXCEPTION</p> <p>199. EXCEPTION</p>
THINKING				
Explanation: _____				COULD NOT SCORE: 100

CAAS PROFILE: YOUTH FUNCTIONING

Level of Impairment	School / Work Role Performance	Home Role Performance	Community Role Performance	Behavior Toward Others	Moods / Emotions	Self-Harmful Behavior	Substance Use	Thinking
SEVERE 30	○ 1 2 3 4 5 6 7 8 9 10 11	○ 41 43 44 45 46 47 48 49 50	○ 66 67 68 69 70 71 72 73 74 75 76	○ 88 89 90 91 92 93 94 95 96 97 98 99 100	○ 116 117 118 119 120 121 122 123 124 125 126 127	○ 142 143 144 145 146 147 148 149 150 151 152 153	○ 154 155 156 157 158 159 160 161 162 163 164 165	○ 182 183 184 185 186 187 188 189 190 191 192
MODERATE 20	○ 12 13 14 15 16 17 18 19 20 21	○ 51 52 53 54 55 56 57 58 59 60 61	○ 73 74 75 76 77 78 79 80 81 82 83	○ 93 94 95 96 97 98 99 100 101 102	○ 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135	○ 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160	○ 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180	○ 187 188 189 190 191 192
MILD 10	○ 22 23 24 25 26 27	○ 57 58 59 60 61	○ 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100	○ 103 104 105 106 107 108 109 110	○ 128 129 130 131 132 133 134 135	○ 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164	○ 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188	○ 193 194 195 196 197
MINIMAL / NO 0	○ 28 29 30 31 32 33 34 35 36 37 38	○ 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76	○ 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99	○ 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126	○ 136 137 138 139 140	○ 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166	○ 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191	○ 198 199
COULD NOT SCORE	40	0	65	0	87	0	115	0
							141	0
							153	0
							181	0
							200	0

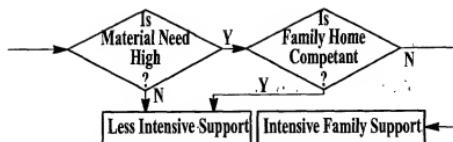
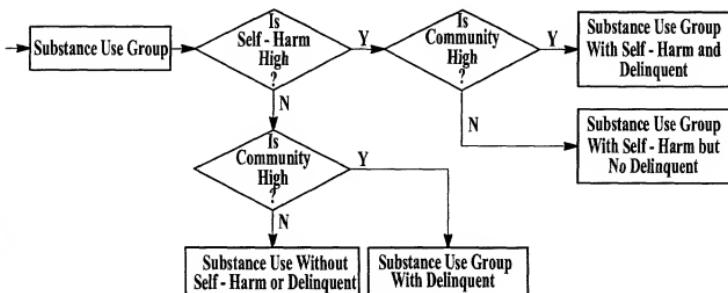
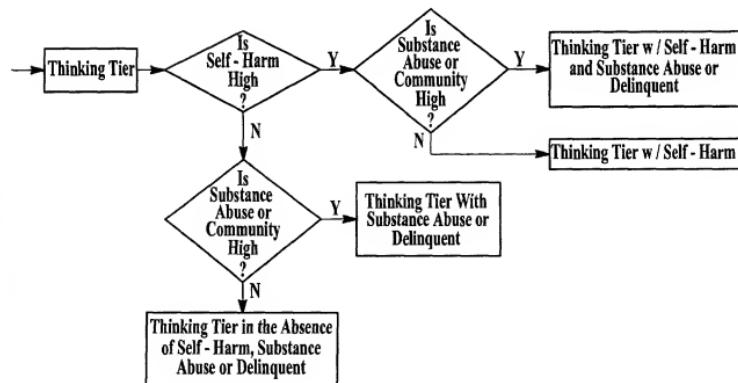
For each scale: (1) mark the item number(s) which correspond to those marked on the CAAS form, (2) fill in the circle indicating severity level, (3) connect the circles.

Fig-2

Fig-3

50

Fig-4

Fig-5Fig-6